



## **Dublin City Schools Social Studies K – 12 Vision Statement**

The Dublin City Schools K-12 Social Studies Education will provide many learning opportunities that will help students to:

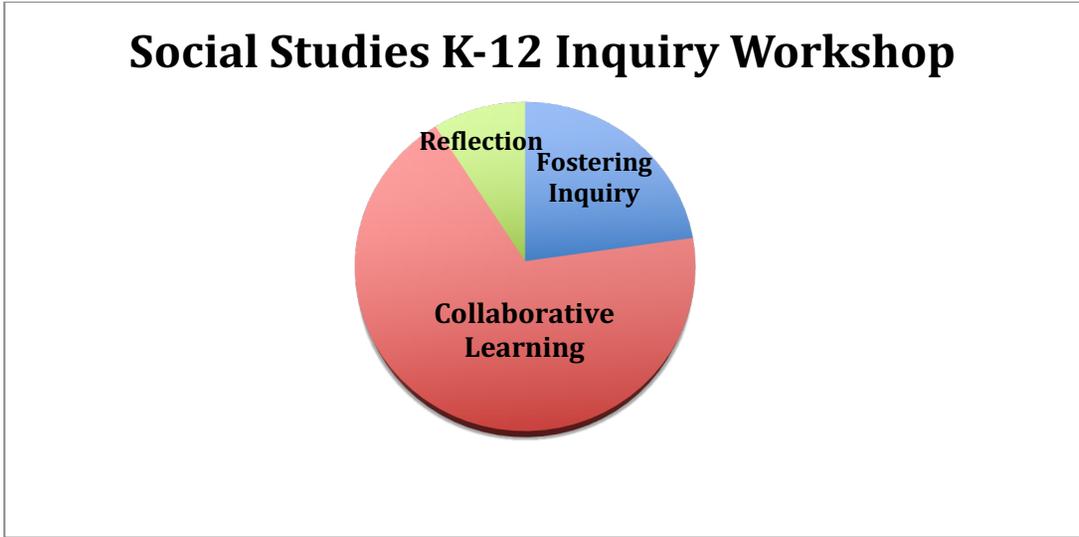
- develop thinking as educated citizens who seek to understand and acknowledge with appreciation diverse perspectives
- confidently communicate informed evidence-based opinions and understanding through positive civil discourse and empathy
- use credible facts to make reasoned decisions for themselves and the common good
- further develop evaluation and critical thinking skills while considering implicit/explicit bias in multiple sources, studies, surveys and statistics
- work collaboratively with others to evaluate, question and problem solve, while recognizing there may be multiple perspectives and solutions.
- develop civic responsibility with the goal of encouraging responsible citizens and active participants in the community.

The Dublin K-12 Social Studies educational experience will allow students to see how social studies can be integrated into different disciplines and is relevant to many aspects of life. There is a greater emphasis on problem based/inquiry learning rather than just the memorization of historic dates, people, and events. There is a focus on the connections between current events and the past in order to solidify relevancy for students.

The balance of content and skills will inspire students to become successful global citizens in an interdependent world as well as effective decision makers that act responsibly in a diverse democratic society. We believe that empowering students to construct their learning with knowledge that includes broad themes of history, economics/financial literacy, geography, global awareness/culture and government will ultimately assist each of our students in making a successful transition to a positive and productive civic life.

## Social Studies Instructional Model

Dublin Teachers continue to be committed to the workshop model of instruction with a focus of inquiry around topics throughout the units of study.



<b>Fostering Inquiry Focused Mini-lesson</b>	<b>Collaborative Learning</b>	<b>Reflection</b>
<p><i>Components of fostering inquiry may include:</i></p> <ul style="list-style-type: none"> <li>• Connecting to the learning goal</li> <li>• Connecting to previous learning</li> <li>• Establishing the compelling question(s) and identifying essential questions (<i>These questions can be teacher or student generated</i>).</li> <li>• Explicitly teaching content/skill (e.g., preview, video clip, focused lecture)</li> <li>• Brief opportunities for students to share thinking together around the goal (active engagement)</li> <li>• Linking to the collaborative practice time and overall goals</li> </ul>	<p><i>Components of collaborative learning may include:</i></p> <ul style="list-style-type: none"> <li>• Informal Assessment gathering (<i>teacher observation of learning and monitoring of progress</i>)</li> <li>• Collaborative group work (<i>e.g., visual discoveries, role play, simulations, student led discussions, debate, mock trial, experiential exercise, problem solving group work, investigate</i>)</li> <li>• Teacher conferring to differentiate with individual students or groups</li> <li>• Resource and research support given as needed</li> <li>• Evaluating resources &amp; compiling evidence</li> </ul>	<p><i>Components of reflection may include:</i></p> <ul style="list-style-type: none"> <li>• Student sharing of new learning, reasoned conclusions and discoveries</li> <li>• Student reflecting on the learning goal</li> <li>• Teacher reflecting on student learning (i.e., understandings, misconceptions, overall thinking) for future planning</li> <li>• Student or group processing of the learning in a variety of ways (e.g., technology integration)</li> <li>• Preparing and participating in a culminating event to share learning</li> <li>• Taking informed action</li> </ul>

## **Instructional Agreements for Social Studies Learning in the Dublin City Schools Inquiry Workshop**

1. Through the use of compelling questions, learning goals will be communicated to guide students through expectations for learning.
2. The classroom environment will foster differentiated student experiences focused on active collaborative learning with an emphasis on exploration, problem solving, research and analysis.
3. Teachers will provide students with a safe place to interpret current issues based on historical connections from class and analysis using credible sources. The changing world requires Social Studies educators to remain diligent in staying current as it relates to geography, history and cultural learning.
4. Teachers are committed to integrating conversations around learning across multiple subject areas when possible.
5. Teachers will assess through a variety of methods that allow students to share their understanding of the learning goals. (*refer to the Depth of Knowledge framework for Social Studies*).
6. By the end of each unit, students will be able to explain why the topic of study is relevant to our current conditions and how the topic has left its impact on our world today.

### **Support for the Implementation of the Instructional Program**

Units of Study will be posted on the Dublin Curriculum Wiki per grade and reviewed yearly by department chairs and content leads in collaboration with the Teaching & Learning Division. Pacing and topics of study will be addressed within the units of study. Resources will be defined and shared within the unit documents. Online resources will continue to be an emphasis in the Social Studies curriculum as a part of an ongoing adoption. In addition, educators will utilize additional supplemental resources in combination with current event documents throughout the year.

[Link to Ohio's Learning Standards for Social Studies](#) (*adopted Feb. 2018*)

[Link to Ohio's Model Curriculum for Social Studies](#) (*has content elaboration and expectations for learning*)

## Commitment to History and Heritage

There are a number of lists that circulate through the educational community around widely recognized awareness months and day(s) for a specific group, culture or cause. These months and day(s) are intended to help raise awareness and understanding for the group, culture or cause. It is expected that K-12 Social Studies teachers are aware of these months/days and integrate purposeful learning activities throughout each year within the context of the units of study focusing attention on the dates below. Teachers have flexibility and are encouraged to infuse learning throughout the year regardless of the date of recognition.

- September (first Monday): **Labor Day** (<https://www.dol.gov/general/laborday/history>)
- September 11: **Patriot Day** (<https://www.911memorial.org/learn/students-and-teachers/lesson-plans>)
- September 17: **Constitution Day** (<https://www.constitutionday.com/>)
- September 15 - October. 15: **Hispanic Heritage Month** (<https://www.hispanicheritagemonth.gov/about/>)
- October (second Monday) **Columbus Day/Indigenous Peoples' Day** (<https://www.history.com/topics/exploration/columbus-day>)
- November: **American Indian Heritage Month**: (<https://www.loc.gov/law/help/commemorative-observations/american-indian.php>)
- November (first Tuesday following the first Monday in November): **Election Day** (<https://www.history.com/news/why-is-election-day-a-tuesday-in-november>)
- November 11: **Veterans Day** (<https://ocss.org/Veterans-Day>)
- December 10: **Human Rights Day** (<https://www.loc.gov/law/help/commemorative-observations/human-rights-day.php>)
- January: **Martin Luther King Jr. Day** (<https://www.history.com/this-day-in-history/mlk-federal-holiday-declared>)
- February: **Black History Month/African American History Month** (<https://www.africanamericanhistorymonth.gov/about/>)
- February: **Presidents Day** (<https://www.history.com/topics/holidays/presidents-day>)
- March: **Women's History Month** (<https://womenshistorymonth.gov/>)
- March: **Developmental Disabilities Awareness Month** (<https://ddc.ohio.gov/dd-awareness-month#:~:text=March%20is%20Developmental%20Disabilities%20Awareness%20Month>)
- April: **Arab American Heritage Month** (<https://www.arabamerica.com/celebrating-national-arab-american-heritage-month/>)
- May: **Asian and Pacific-Islander American Heritage Month** (<https://asianpacificheritage.gov/>)
- May: (last Monday in May) **Memorial Day** (<https://www.history.com/topics/holidays/memorial-day-history>)
- June: **Lesbian, Gay, Bisexual and Transgender Pride Month** (<https://youth.gov/feature-article/june-lgbt-pride-month>)

Teachers should reference the resources compiled on the DCS Curriculum Wiki to assist in planning.

## Dublin City Schools Social Studies Graded Course of Study Grade 4

### Grade 4 Social Studies Course Goals

Ohio in the United States: The fourth-grade year focuses on the early development of Ohio and the United States. Students learn about the history, geography, government and economy of their state and nation. Foundations of U.S. history are laid as students study prehistoric Ohio cultures, early American life, the founding documents of the United States, and the development and growth of Ohio and the United States. Students begin to understand how ideas and events from the past have shaped Ohio and the United States today.

Unit A: History Skills	Unit B: Government	Unit C: Early American History	Unit D: Ohio History and the Economy
August - October	October - January	January - March	March - May
Compelling Questions:  <b><i>What tools can we use to learn about the past, and how do these tools help us understand?</i></b>	Compelling Question:  <b><i>How does the state &amp; national government impact me and how can I impact my government?</i></b>	Compelling Question:  <b><i>Have democratic ideals changed throughout American and Ohio history?</i></b>	Compelling Questions:  <b><i>Does Ohio play a role in the United States and if yes, what role did it play and what role does it play now? Why save more money than we spend?</i></b>
<b>Geography 9:</b> A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.	<b>Government 15 (Civic Participation &amp; Skills):</b> Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.	<b>Geography 11 (Intro with 13 Colonies) :</b> The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.	<b>History 7:</b> Following the War of 1812, Ohio continued to play a key role in national conflicts including the anti-slavery movement and the Underground Railroad.
<b>History 1*:</b> The order of significant events in Ohio and the United States can be shown on a timeline.	<b>Government 16 (Civic Participation &amp; Skills):</b> Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating and using information effectively to engage in compromise.	<b>History 3:</b> Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.	<b>History 8:</b> Many technological innovations that originated in Ohio benefited the United States.

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<p><b>History 2*:</b> Primary and secondary sources can be used to create historical narratives.</p>	<p><b>Government 17 (Rules &amp; Laws)</b> : Laws can protect rights, provide benefits and assign responsibilities.</p>	<p><b>History 4:</b> The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.</p>	<p><b>Geography 10:</b> The economic development of the United States continues to influence and be influenced by agriculture, industry, and natural resources in Ohio.</p>
<p><b>Economics 20:</b> Tables and charts organize data in a variety of formats to help individuals understand information and issues.</p>	<p><b>Government 18 (Rules &amp; Laws)</b> : The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.</p>	<p><b>History 5:</b> The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for territories to become states and recognized them as equal to the other existing states.</p>	<p><b>Geography 11 – Revisited:</b> The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.</p>
	<p><b>Government 19: (Roles &amp; Systems of Government)</b> A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.</p>	<p><b>History 6:</b> Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States' involvement in the War of 1812.</p>	<p><b>Geography 12:</b> People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.</p>
			<p><b>Geography 13:</b> The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.</p>
			<p><b>Geography 14:</b> Ohio's location and its transportation systems continue to influence the movement of people, products, and ideas in the United States.</p>
			<p><b>Economics 21:</b> Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.</p>

## Dublin City Schools Social Studies Graded Course of Study Grade 4

			<b>Economics 22:</b> Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce
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Unit A	Learning Statements with Elaborations	Recommended Resources
<p><b><i>What tools can we use to learn about the past, and how do these tools help us understand?</i></b></p>	<p><b>Geography 9: A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.</b></p> <p>The map scale is a tool used to approximate the distance between places on a map and shows the relationship between a unit of length on a map and the corresponding length on Earth's surface.</p> <p>Cardinal directions are introduced in the third grade. Intermediate directions are the points that fall in-between cardinal directions: north east, north west, south east, and south west.</p> <p>Relative location is the location of a place relative to other places. Cardinal and intermediate directions can be used to describe relative location, such as Dayton is west of Zanesville or Virginia is southeast of Ohio. Relative location can also be expressed in informal ways such as downstream or next to.</p> <p><b>History 1 : The order of significant events in Ohio and the United States can be shown on a timeline.</b></p> <p>Chronological thinking helps students develop a clear sense of historical time in order to recognize the temporal sequence of events in history. Students were first introduced to timelines in grade two. Grade-three students practiced chronological order by placing local events on a timeline. In grade four, students are able to construct timelines with appropriate titles, evenly spaced intervals for years, decades and centuries, and events in chronological order.</p> <p>As students place events on timelines, they begin to understand cause-and-effect relationships among events and gain early experience with the conventions of BC/BCE and AD/CE. (Note: Students begin using these conventions in grade six).</p> <p>In grade five, students will examine relationships between events on multiple-tier timelines.</p> <p><b>History 2 : Primary and secondary sources can be used to create historical narratives.</b></p>	<p>Ohio As America 2.0 Chapters 1 and Ohio As America 3.0 Chapter 1 (sections 1.3, 1.4, 1.5)</p> <p><a href="#">Ohio Map (G.9)</a>  <a href="#">Map of United States (G.9)</a>  <a href="#">Utah Education Network</a> (geography skills and games)</p> <p><a href="#">National Geographic Map skills</a>  <a href="#">Parts of a Map Freebie from TPT</a>  <a href="#">Map Skills Practice Freebie TPT</a></p> <p>Ohio Studies Weekly (week 1 Timelines)</p> <p>Ohio Studies weekly (week 2 Primary and secondary sources)  <a href="#">Timeline Template</a>  <a href="#">Primary Source Examples</a>  <a href="#">Primary Sources in American History</a></p> <p><b>Books:</b>            Timelines of Everything from Woolly Mammoths to World Wars: by DK Smithsonian            Timelines from Black History: by DK Smithsonian</p> <p><b>Videos:</b>  <a href="#">Brainpop map skills</a></p>

# Dublin City Schools Social Studies Graded Course of Study

## Grade 4

	<p>Historical narratives recount human events. Students analyze sources related to historical events. Primary sources are records of events as they are first described by people who witnessed the events. Primary sources include:</p> <ul style="list-style-type: none"> <li>• photos</li> <li>• official documents</li> <li>• autobiography/memoir</li> <li>• interviews of a participant in an event</li> <li>• journals/diaries</li> </ul> <p>Secondary sources offer an analysis or a restatement of primary sources. They are written after the events have taken place by people who did not witness the events. Secondary sources may include:</p> <ul style="list-style-type: none"> <li>• newspaper articles</li> <li>• textbooks</li> <li>• biographies</li> <li>• online encyclopedias</li> <li>• reviews of research</li> </ul> <p><b>Economics 20: Tables and charts organize data in a variety of formats to help individuals understand information and issues.</b></p> <p>The organization of information into tables and charts can help people understand and present information about many topics. Students learn to read and interpret tables and charts for a variety of purposes.</p> <p>Tables organize information in columns and rows.</p> <p>Charts organize information in a variety of visual formats (e.g., T-Chart).</p>	<p><a href="#">How to use a map scale (G.9)</a>  <a href="#">Using a Map Scale Song (Line it Up)</a>  <a href="#">Fall Out Boy Parody (G.9)</a>  <a href="#">What is a timeline: Explained in 60 seconds (H.1)</a>  <a href="#">Primary and Secondary Sources (H.2)</a>  <a href="#">What is a Primary Source (H.2)</a>            Ohio Studies Weekly (Week 28)</p>
<p><b>Expectations for learning in the unit:</b></p> <p><b>Vocabulary:</b> scale, compass rose, legend, cardinal directions, intermediate directions, primary sources, secondary sources, timeline, events</p> <p><b>Geography 9:</b> Use a map scale and cardinal and intermediate directions to describe the relative location of physical and human characteristics of Ohio and the United States.</p> <p><b>History 1:</b> Construct a timeline of significant events in Ohio and the United States to demonstrate an understanding of units of time and chronological order.</p> <p><b>History 2:</b> Research, organize and evaluate information from primary and secondary sources to create an historical narrative.</p> <p><b>Economics 20:</b> Tables and charts organize data in a variety of formats to help individuals understand information and issues. Interpret information from tables and charts</p>		
<p><b>Cross-Curricular Connection Ideas:</b></p> <ul style="list-style-type: none"> <li>• <b>Math:</b> Use scales on maps to measure (miles or kilometers) the distance between two locations by multiplying numbers, finding out how many times long the distance is.</li> </ul>		

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- **4 NBT B.5:** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. Use scales on the map to convert kilometers to meters.
- **4 MD A.1:** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within single system measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in
- **Language Arts: RI 4.7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive element on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **RI 4.9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Unit B	Learning Statements with Elaborations	Recommended Resources
<p><b><i>How does the state &amp; national government impact me and how can I impact my government?</i></b></p>	<p><b>Government 15: Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.</b></p> <p>Students examine the role of citizens and the opportunities citizens have to participate in and influence their state and national governments and understand the rights of citizenship. They understand that citizens have personal responsibilities such as taking advantage of the opportunity to be educated. Citizens also have civic responsibilities. Citizens have an obligation to uphold both the Ohio and U.S. Constitutions.</p> <p>Citizens' roles and opportunities to participate include:</p> <ul style="list-style-type: none"> <li>• voting</li> <li>• communicating with elected officials</li> <li>• become active in civic and service organizations</li> <li>• performing voluntary service</li> </ul> <p>Rights of citizenship include:</p> <ul style="list-style-type: none"> <li>• freedom of religion, speech, and press</li> <li>• right of petition</li> <li>• right of assembly</li> </ul> <p>Citizens' civic responsibilities include:</p> <ul style="list-style-type: none"> <li>• obeying laws</li> <li>• paying taxes</li> <li>• serving on juries</li> <li>• (for men) registering for the selective service</li> <li>• respecting the rights of others</li> </ul>	<p><u>Ohio As America</u> 4th Grade 3.0 Online: <u>Sections 2.1 &amp; 2.2</u> <u>Chapter 6</u></p> <p>Version 2.0: <u>Chapter 10</u> *Activity 10.3: Get the Facts: Ohio's Constitution and Government Game *Activity 10.4: Includes a 3 branches of government play &amp; cut and paste activity.</p> <p><b>Lessons/Activities:</b> <a href="#">Role of a Citizen: Rights and Responsibilities Discov. Ed. (Strategy: AEIOU)</a> <a href="#">What Responsibilities Accompany Our Rights? Free To Believe!</a></p> <p><b>Videos:</b></p>

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	<p><b>Government 16: Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating, and using information effectively to engage in compromise.</b></p> <p>Effective civic participation requires that individuals make informed and reasoned decisions using various digital and non-digital sources to evaluate information critically. These skills are also key components of historical thinking.</p> <p>Students at this level learn to:</p> <ul style="list-style-type: none"> <li>• identify possible cause and effect relationships;</li> <li>• distinguish between fact and opinion;</li> <li>• read and interpret various types of data;</li> <li>• recognize perspective and purpose; and</li> <li>• compare points of agreement and disagreement.</li> </ul> <p><b>Government 17: Laws can protect rights, provide benefits, and assign responsibilities.</b></p> <p>Laws in a democratic society establish rule and order. Laws are established by governments to protect rights. Some of these rights include:</p> <ul style="list-style-type: none"> <li>• religion</li> <li>• speech</li> <li>• press</li> <li>• petition</li> <li>• assembly</li> </ul> <p>Benefits provided to citizens by laws include:</p> <ul style="list-style-type: none"> <li>• providing order in daily life (traffic laws)</li> <li>• protecting property (outlawing theft)</li> <li>• providing public education (school laws)</li> <li>• protecting rights (freedom of speech)</li> </ul> <p>Responsibilities assigned to citizens by laws include:</p> <ul style="list-style-type: none"> <li>• paying taxes</li> <li>• serving on juries</li> <li>• obtaining licenses</li> </ul> <p><b>Government 18: The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.</b></p> <p>Weaknesses in the Articles of Confederation led to calls for a new framework for government. The U.S. Constitution was created and provided a government with limited powers and protections for the rights of citizens. It established the right of citizens to choose representatives and decide issues through the process of voting.</p>	<p><i>(All videos are on Discovery Education. The ones that are links are also on Youtube.)</i></p> <p><a href="#">Citizen's Rule: Our Founding Documents (15)</a> Constitution Day Celebrations (3) <a href="#">youtube</a> <a href="#">Liberty's Kids: "We the People" (27)</a> <a href="#">Sssshhhh! We're Writing the Constitution! (31)</a> The Constitution (5) The Constitution and Constitution Day: A Beginners Guide (14) The Purpose of the Constitution (2) Writing the Constitution (9) <a href="#">Schoolhouse Rock! "The Preamble" to the Constitution</a></p> <p><b>Brain pop:</b> <a href="#">Constitutional Convention</a> <a href="#">US Constitution</a> <a href="#">Student Rights</a> <a href="#">Branches of Government</a></p> <p><b>Note:</b> Ohio as America includes primary sources and videos in the chapters also!</p> <p><b>Note:</b> Celebrate Constitution Day in September with an overview of the Constitution and revisit resources again during this unit.</p>
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	<p>The First Amendment guarantees five rights:</p> <ul style="list-style-type: none"> <li>• freedom of speech</li> <li>• freedom of religion</li> <li>• freedom of press</li> <li>• freedom of petition</li> <li>• freedom of assembly</li> </ul> <p><b>Government 19: A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.</b></p> <p>A constitution is a written document describing the way a government is organized and how its power is allocated. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.</p> <p>Responsibilities of the three branches include:</p> <ul style="list-style-type: none"> <li>• legislative branch makes and passes laws;</li> <li>• judicial branch interprets and applies laws; and</li> <li>• executive branch carries out and enforces laws.</li> </ul>	<p><u>Learning for Justice</u> <u>Lessons and Texts</u></p>
<p><b>Expectations for learning in the unit:</b></p> <p><b>Government 15:</b> Describe the ways citizens act in and influence their state and national government. Explain the rights and responsibilities of citizens in a democratic government.</p> <p><b>Government 16:</b> Use information effectively to make an informed decision.</p> <p><b>Government 17:</b> Describe ways in which laws protect rights, provide benefits, and assign responsibilities to citizens.</p> <p><b>Government 18:</b> Describe how the U.S. Constitution protects the rights of citizens through the First Amendment.</p> <p><b>Government 19:</b> Identify the three branches of government and the responsibilities of each branch of government.</p>		
<p><b>Cross-Curricular Connection Ideas:</b></p> <ul style="list-style-type: none"> <li>• <b>W.4.4.:</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>• <b>RL.4.2.:</b> Analyze literary text development. a. Determine a theme of a story, drama, or poem from details in the text.</li> <li>• <b>SL.4.5.:</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</li> <li>• <b>RI.4.7.:</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. *</li> <li>• <b>L.4.1.:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>		

## Dublin City Schools Social Studies Graded Course of Study Grade 4

Unit C	Learning Statements with Elaborations	Recommended Resources
<p><b>Early American History</b></p> <p><i><b>Have democratic ideals changed throughout American and Ohio history?</b></i></p> <p><i>How did the Northwest Ordinance change democratic ideals for the Northwest Territory?</i></p>	<p><b>Geography 11 (Intro with 13 Colonies)</b>  <b>The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.</b></p> <p>By the early 1800s, the borders of the United States stretched from the Atlantic Ocean to the Mississippi River. Regions developed in the United States based upon common physical environments and economies. Ohio was considered part of the West during the time.</p> <ul style="list-style-type: none"> <li>• Physical characteristics of the North include a shorter growing season and economic characteristics include manufacturing centers for ship building and textile factories.</li> <li>• Physical characteristics of the South include a longer growing season and economic characteristics include the plantation economy cotton and tobacco.</li> <li>• Physical characteristics of the West include abundant natural resources and rich soil. Economic characteristics include inexpensive farmland and timber.</li> </ul> <p><b>History 3 – Revisited (Fur trade with Native Americans and French Explorers)</b>            Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.</p> <p><b>History 4: The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.</b></p> <p>The continuing struggle among European powers for control of the Ohio River Valley resulted in the French and Indian War, which further strained relationships among the European settlers and the various American Indian tribes.</p> <p>By 1776, the colonists had begun to think of themselves as Americans and wanted to govern themselves. The American colonists joined together in 1776 to write the Declaration of Independence, announcing their decision to free themselves from the rule of Great Britain. Colonists felt two practices of the British were particularly unjust:</p> <ul style="list-style-type: none"> <li>• high taxation without representation</li> <li>• the Proclamation of 1763 which prohibited the colonists from settling west of the Appalachians</li> </ul> <p>The defeat of the British during the American Revolution ended British rule. Americans formed a new national government under the Articles of Confederation, which was the first attempt to organize the new nations' government.            During this same time period, Ohio was developing as a populated frontier.</p> <p><b>History 1 – Revisited (Timeline of the causes of the Revolutionary War)</b>  <b>The order of significant events in Ohio and the United States can be shown on a timeline.</b></p>	<p>Ohio As America Ch. 7,9,10,11</p> <p><b>Videos:</b>  <a href="#">How Roanoke Vanished into Thin Air</a>  <a href="#">Roanoke- Updated discovery Jamestown Colony</a>  <a href="#">The Story of the Mayflower</a>  <a href="#">The History of Colonial America</a>  <a href="#">The French and Indian War Explained</a>  <a href="#">What Was the Tea Act of 1773?</a>  <a href="#">Liberty's Kids 1-40</a>  <a href="#">History Brief Lexington and Concord</a>  <a href="#">Too Late to Apologize</a>  <a href="#">Reading of the Declaration of Independence</a>  <a href="#">You'll Be Back</a>  <a href="#">History of Slavery BrainPop</a>  <a href="#">Molly Pitcher</a>  <a href="#">Western Expansion and the Northwest Ordinance 1787</a>  <a href="#">Northwest Ordinance 1787</a>  <a href="#">David McCullough on the Northwest Territory</a>  <a href="#">The Father-Son Story of Early America</a>  <a href="#">Video on Fallen Timbers and Treaty of Greenville</a>  <a href="#">Battle of Fallen Timbers</a>  <a href="#">Fort Meigs</a></p> <p><b>Epic Books:</b>            Life in the Colonies            The American Revolution            The War of 1812</p>

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<p><b>History 5: The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for territories to become states and recognized them as equal to the other existing states.</b></p> <p>As students reflect on the way ideas and events from the past have shaped the world today, they understand the significance of the democratic ideals established by the Northwest Ordinance. The Northwest Ordinance established a plan for admitting states from the Northwest Territory to the United States. The Northwest Ordinance incorporated democratic ideals into the territories by:</p> <ul style="list-style-type: none"> <li>• encouraging education;</li> <li>• guaranteeing trial by jury;</li> <li>• banning slavery in the Northwest Territory;</li> <li>• establishing territorial government; and</li> <li>• encouraging the treatment of American Indians in good faith.</li> </ul> <p>Political leaders in Ohio wrote Ohio's first constitution so Ohio could become a state. Ohio's Constitution was modeled after the U.S. Constitution.</p> <p><b>History 6: Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States' involvement in the War of 1812.</b></p> <p>Following the American Revolution, the British continued to supply weapons to the American Indians from their military outposts in Canada, encouraging American Indians to continue to fight against the Americans. The British wanted to keep their hold on both Canada and the profitable fur trade in the Northwest Territory.</p> <p>A coalition of American Indians rejected the Americans' claim to Indian lands in the Ohio Territory. After initial American Indian victories against the American army, the coalition was defeated. Many tribes were forced to give up their claims to land in what became Ohio.</p> <p>The United States declared war on Great Britain in June of 1812. The United States defeated Great Britain in the Battle of Lake Erie (1813). After this defeat, the British could no longer provide American Indians with weapons.</p> <p>Significant events leading to the War of 1812 include:</p> <ul style="list-style-type: none"> <li>• Battle of Fallen Timbers; and</li> <li>• the Treaty of Greenville.</li> </ul> <p>Reasons why the United States declared war on Great Britain include:</p> <ul style="list-style-type: none"> <li>• impressment (forcefully taking American sailors from their ships to work on British ships along the eastern seaboard);</li> <li>• British supplying weapons to American Indians; and</li> <li>• British restrictions on American overseas trade.</li> </ul> <p><b><i>History 2 – Revisited: Primary and secondary sources can be used throughout this unit.</i></b></p>	<p><b>Books:</b> Who was George Washington? History of the Star Spangled Banner</p> <p><b>Primary Sources:</b> <u>Declaration of Independence Document</u> <u>Treaty of Greenville</u> <u>Battle of Thames</u> <u>Plans of Fort Meigs</u> <u>Marietta Earthworks</u></p> <p><u>Mission US: The American Revolution Game</u></p> <p><u>Mission US: Westward Expansion Game</u></p>
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### Expectations for learning in the unit:

- **Vocabulary:** act, boycott, colonist, colony, confederacy, delegate, import, independence, loyalist, militia, parliament, patriot, proclamation, protest, repealed, setter, traitor, treason, treaty
- **Geography 11:** Describe physical and economic characteristic of the northern, southern, and western regions of the United States in the early 1800's.
- **History 3:** Explain how interactions among these groups have resulted in cooperation, conflict, and compromise.
- **History 4:** Explain why the American colonists united to fight for independence from Great Britain and form a new nation.
- **History 5:** Explain how the Northwest Ordinance influenced the incorporation of democratic ideals in the states formed from the Northwest Territory.
- **History 6:** Explain on-going conflicts before and during the War 1812.

### Cross-Curricular Connection Ideas:

- **RI.4.3:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **RI.4.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area
- **RI.4.6:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.
- **RI.4.9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. Primary and secondary sources can be used to create historical narratives.
- **RI.4.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit D	Learning Statements with Elaborations	Recommended Resources
<p><b><i>Does Ohio play a role in the United States and if yes, what role did it play and what role does it play now?</i></b></p>	<p><b>History 7: Following the War of 1812, Ohio continued to play a key role in national conflicts including the anti-slavery movement and the Underground Railroad.</b> Following the War of 1812, the nation quickly expanded, forcing the question of whether or not to allow the practice of slavery in the new states. Under the terms of the Northwest Ordinance, Ohio was admitted to the United States as a free state.</p> <p>The Fugitive Slave Act of 1850 made it illegal to help slaves escape. While not all Ohioans were abolitionists, seeds of the anti-slavery movement were planted by local anti-slavery newspapers, helping to grow Ohio into a strong center of opposition to slavery.</p> <p>The Ohio Anti-Slavery Society employed lecturers to travel across the state, encouraging Ohioans to join the abolitionist movement.</p>	<p>Ohio as America Chapters 12-16</p> <p><a href="#">Ohio Timeline Project</a> <a href="#">Ohio Presidents' Social Media Regions of the US</a> <a href="#">Designing a Park</a> <a href="#">Underground Railroad Readers Theater</a> <a href="#">Underground Railroad Fact or Myth</a></p> <p><b>Books:</b></p>

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<p><b><i>Why save more money than we spend?</i></b></p>	<p>Ohio served as one of the main routes of the Underground Railroad, a system of secret routes used by people in the North and South to help slaves escape to freedom. Escape routes developed with safe houses where slaves could be concealed.</p> <p><b>History 8: Many technological innovations that originated in Ohio benefited the United States.</b></p> <p>Ohio has influenced the development of the United States. Inventors from Ohio have contributed innovations which have benefited the United States. For example:</p> <ul style="list-style-type: none"> <li>• the light bulb made it possible for people to work and play after dark</li> <li>• the phonograph introduced a new way for people to be entertained in their home</li> <li>• the traffic light and gas mask improved safety</li> <li>• the cash register helped businesses keep track of money</li> <li>• the electric starter and ethyl gasoline for the automobile improved transportation</li> <li>• the airplane made it possible for people and goods to travel long distances in less time.</li> </ul> <p><b>Geography 10: The economic development of the United States continues to influence and be influenced by agriculture, industry, and natural resources in Ohio.</b></p> <p>Ohio's abundant natural resources and skilled laborers, along with its central location and extensive waterways, allowed it to play a crucial role in the early development of the United States.</p> <p>Ohio's forests provided the resources for building materials and paper. Ohio farms (livestock and crops), as well, as the fisheries along Lake Erie, supplied food for a rapidly growing nation. Ohio coal powered the factories producing goods (rubber, steel, glass) and the ships and trains that carried products to market from the 1800s to today. Ohio's abundant natural resources and skilled laborers, along with its central location and extensive waterways, allowed it to play a crucial role in the economic development of the United States.</p> <p>Ohio's agriculture, industry, and its natural resources have evolved and continue to have a significant impact on the economic progress of the state, region, and country. Examples of the modern influences Ohio has had on the economy include:</p> <ul style="list-style-type: none"> <li>• bio fuels (from corn and soybeans);</li> <li>• alternative energy industry (solar energy cells, wind turbines, nuclear);</li> <li>• biotech industries (research/development, medical device manufacturing);</li> <li>• food processing (frozen food industry, pet food); and</li> <li>• financial services (commercial banking, Federal Reserve Bank of Cleveland).</li> </ul> <p><b><i>Geography 1 – Revisited: The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.</i></b></p> <p>By the early 1800s, the borders of the United States stretched from the Atlantic Ocean to the Mississippi River. Regions developed in the United States based upon common physical environments and economies. Ohio was considered part of the West during the time.</p>	<p>Trouble Don't Last The Boy Who Harnessed the Wind Little Legends Little Leaders Jason Saves the Environment with Entrepreneurship</p> <p>Everfi.com (Vault course)</p> <p><u><a href="#">Everfi Financial Literacy Calendar</a></u></p> <p><u><a href="#">Ohio Test Prep Financial Literacy Modules</a></u></p>
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- Physical characteristics of the North include a shorter growing season and economic characteristics include manufacturing centers for ship building and textile factories.
- Physical characteristics of the South include a longer growing season and economic characteristics include the plantation economy cotton and tobacco.
- Physical characteristics of the West include abundant natural resources and rich soil. Economic characteristics include inexpensive farmland and timber.

### **Geography 12: People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.**

As students look at the cause and effect of human modification to the environment, they understand the positive and negative consequences of these changes.

Students explain the positive and negative consequences of human modifications to the environment in Ohio and the United States.

Examples of modifications to the environment include:

- construction of farms and towns
- transportation systems
- fertilizers, herbicides and pesticides
- destruction of wetlands and forests

### **Geography 13: The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.**

The population of Ohio and the United States has changed over time, leading to increased diversity. This change is the result of immigration and migration into and out of Ohio.

There are many factors that cause this immigration and migration. Push factors are reasons that people move away from a place. Pull factors are reasons that people move to a new place.

Push and pull factors may include:

- economic opportunity
- conflict
- natural disasters
- availability of land
- religious and political freedoms

### **Geography 14: Ohio's location and its transportation systems continue to influence the movement of people, products, and ideas in the United States.**

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	<p>At one time, Ohio was a gateway to the West. Ohio's principal commercial artery was the Ohio River. During the 19th century, canals, railroads, and roads were constructed to accommodate the needs of a westward-expanding nation.</p> <p>Ohio continues to function as a major transportation hub for the nation. Ohio's extensive transportation systems are vital to the national and international distribution of merchandise, influencing the movement of people, products, and ideas.</p> <p>Travel systems include:</p> <ul style="list-style-type: none"> <li>• air</li> <li>• highway</li> <li>• rail</li> <li>• water routes</li> </ul> <p><b>Economics 21: <i>Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.</i></b> An entrepreneur is an individual who organizes different productive resources to produce goods or services. Entrepreneurs are willing to take risks to identify and develop new products or start a new business. Entrepreneurs recognize opportunities to use productive resources to make a profit and accept the challenges involved in competing with other producers in the marketplace.</p> <p>Productive resources are used to make goods and services. They include:</p> <ul style="list-style-type: none"> <li>• natural resources such as water and land;</li> <li>• human resources such as employers and employees; and</li> <li>• capital goods such as money, tools, and buildings.</li> </ul> <p><b>Economics 22: <i>Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.</i></b></p> <p>Saving money may include short term sacrifices or trade-offs. Saving occurs when spending is reduced. Short-term goals are typically less expensive than long-term goals.</p>	
<p><b>Expectations for learning in the unit:</b></p> <ul style="list-style-type: none"> <li>• <b>History 7:</b> Explain the role Ohio played with the anti-slavery movement and the Underground Railroad.</li> <li>• <b>History 8:</b> Explain how technological innovations of inventors from Ohio or that originated in Ohio benefited the United States.</li> <li>• <b>Geography 10:</b> Explain how Ohio's agriculture, industry, and natural resources influence the economic development of the United States.</li> <li>• <b>Geography 11 – Revisited:</b> Describe physical and economic characteristics of the northern, southern, and western regions of the United States in the early 1800's.</li> <li>• <b>Geography 12:</b> Explain why human modifications to the environment are positive and/or negative.</li> <li>• <b>Geography 13:</b> Explain that Ohio's population is increasingly reflective of the cultural diversity of the United States.</li> <li>• <b>Geography 14:</b> Explain how Ohio's location and its transportation systems have influenced the movement of people, products, and ideas.</li> <li>• <b>Economics 21:</b> Describe how entrepreneurs use productive resources</li> </ul>		

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- **Economics 22:** Explain how individuals can save some of their money for later by reducing spending. Students need to understand that saving a portion of their income can help them meet short- and long-term goals.

### **Cross-Curricular Connection Ideas:**

- **4.NBT.3:** Use place value understanding to round multi-digit whole numbers to any place through 1,000,000.
- **4.NBT.4:** Fluently add and subtract multi-digit whole numbers using a standard algorithm.
- **4.MD.2:** Solve real-world problems involving money, time, and metric measurement.
- **4.MD.4:** Display and interpret data in graphs (picture graphs, bar graphs, and line plots) to solve problems using numbers and operations for this grade.
- **4.ESS.1:** Earth's surface has specific characteristics and landforms that can be identified.
- **4.LS.1:** Changes in an organism's environment are sometimes beneficial to its survival and sometimes harmful.